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ABSTRACT

The objective of this document is to make recent master's theses known to professionals and students who may profit from the work of colleagues. The compilation is also intended to serve as an indication of the current nature of graduate education in the field. Included in the compilation are sections covering site analysis; park users and interpreters; media communications; pupil-centered studies; teacher-centered studies; resources, administration, and others; and a section presenting brief descriptions of selected graduate programs in environmental communications in the United States. Each thesis description includes the author, date of completion, institution, department or program, thesis advisor, address of author, availability of thesis, and an abstract. (RE)

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ED180779

Recent Master's Thesis Work in Environmental Education and Communications

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared for the National Association for Environmental Education April 1979

SE 029 408

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INTRODUCTION

This is the second annual compilation of master's theses in environmental education and communications. It is the product of the cooperative efforts of the National Association for Environmental Education, The State University of New York, College of Environmental Science and Forestry, and ERIC/SMEAC (Clearing house for Science, Mathematics, and Environmental Education). Our objective again this year is to make these recent master's theses known to professionals and students who may profit from the work of colleagues. Further, we believe, this compilation serves as an indication of the current nature of graduate education in the field.

The problem of identifying all of the institutions offering graduate programs in environmental education and communications is not fully resolved. We continue to solicit information from colleges that we may have inadvertently passed over. During November, 1978, letters and abstract reporting forms were mailed to 153 graduate departments in environmental education, parks administration, natural history interpretation, environmental studies, communications, journalism, interpretation, environmental studies, communications, journalism, and other potentially related fields. The letters requested that abstracts concerning environmental education or communications be returned on thesis reporting forms. The letters were deliberately written to solicit responses from a broad range of fields in which work related to environmental education might be done.

Although the letters requested abstracts for work completed in 1978, some of the abstracts sent in were for work completed in 1977, but were not reported in the 1978 compilation. These have been included in this collection. A total of 50 abstracts from 17 institutions are reproduced here. They have been organized into the same six categories used in the 1978 collection: 1) Site Analysis–descriptions and development plans for areas to be used for environmental education; 2) Parks--Users and Interpreters--studies dealing with parks, especially user characteristics and interpretive techniques; 3) Media Communications; 4) Pupil-Centered Studies--research dealing with attitude changes, effectiveness of pedagogical techniques, and learning characteristics of pupils; 5) Teacher-Centered Studies--research focussing on the training, attitudes, and behavior of teachers and interpreters; and 6) Resources Administration, and Others--studies dealing with environmental education policy, administration and philosophy, as well as some experimental studies which could not be included in the other categories.

At the suggestion of several NAEE members, we added another service: All institutions contacted were asked to submit a brief statement describing their graduate program in environmental education or communications. Again, while some institutions may have been missed, and several known program leaders did not respond, we believe that this listing and the descriptions will be of value to both faculty and students.

We feel this project has good potential for continued growth in the years ahead but this depends on the willingness of people supervising graduate work in environmental education and communications to cooperate. Many institutions that have graduate programs in this field returned no abstracts. Hopefully, they will be able to contribute next year. For those who contributed this year, we wish to express our heartfelt thanks.

Dr. David L. Hanselman
Project Director

Peter Debes
Editor

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Recreation Potential and Aesthetic Qualities of Two East Texas Rivers.

AUTHOR : David M Knotts DATE OF COMPLETION 8/78

INSTITUTION : Stephen F. Austin State University

DEPARTMENT / PROGRAM : School of Forestry

THESIS ADVISOR : Michael H. Legg

ADDRESS OF AUTHOR : 5151 E. Broadway Suite 1680
Tucson, Arizona 85711

WHERE FULL THESIS IS AVAILABLE : School of Forestry, Stephen F. Austin State University Nacogdoches, Texas 75962

ABSTRACT (Single space, this side only)

An analysis of the recreational canoeing potential and aesthetic qualities of the Angelina and Neches Rivers in East Texas was conducted in the fall and winter of 1973-77. A stepwise filter system containing 30 variables was developed to quantify the natural and man made resources affecting river recreation. The paramenert monitored included stream flow and water quality characteristics, type and frequency of access, diversity of vegetation and wildlife, potential camping sites and historic and cultural features. The filter system worked effectively to eliminate non-canoeable stretches of the rivers and identify those with outstanding physical and aesthetic resources.

The Neches River scored higher than the Angelina River in overall recreation potential. The two sections from US 69 to B. A. Steinhagen Lake were the highest scoring sections on the Neches. The section from Bevilport, Texas to B. A. Steinhagen Lake on the Angelina River was the highest ranked section on both rivers.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Hobcaw Barony Interpretive Conceptual Master Plan

AUTHOR : John D. McEachern DATE OF COMPLETION August 1978

INSTITUTION : Clemson University

DEPARTMENT / PROGRAM : Recreation and Park Administration

THESIS ADVISOR : Herbert Brantley

ADDRESS OF AUTHOR : 263 Forest & Recreation Resources Bldg., Department of Recreation & Park Admin., Clemson University, Clemson, SC 29631

WHERE FULL THESIS IS AVAILABLE : Dept. of Recreation and Park Admin, Clemson University, Clemson, SC

ABSTRACT (Single space, this side only)

The purpose of this interpretive conceptual master plan was to provide the Belle W. Baruch Foundation with directives in the development of interpretive programs and facilities. Along with the desire for a careful plan came another consideration. Why was this needed at Hobcaw Barony? There were many answers to the question. Some were evident while others were somewhat obscure, but all lie somewhere in the environmental concern by the public to know and to understand the environment in both a micro and macro sense. The offsprings of the conservation ethic and social movement were the support given to private organizations, governments and private individuals, such as Belle W. Baruch to bring about the development of Hobcaw for research and educational purposes. This objective coincides closely with the objective of an Experimental Ecological Reserve. Interpretation of Hobcaw needs to be developed to bring awareness to the visitor of the value of the research and education programs, and the need for ecological research, as well as provide the visitor with a feeling of how to consider the environmental consequence of his or her actions. Furthermore, the support for the need of interpretation becomes evident when a scientist must stop research projects to take guests on generalist tours of the Barony. The time the researcher takes to lead tours delays research projects and could possibly affect research funding in the future. Interpretation of Hobcaw Barony is desirable as well as needed. Through the methods and concepts presented in this paper, an approach to implementing interpretive programs and facilities will become viable.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Haywood County, North Carolina, Hospital: Development of a Nature Trail for Patient Therapy

AUTHOR : Elizabeth Moore **DATE OF COMPLETION** April 1979

INSTITUTION : Duke University

DEPARTMENT / PROGRAM : Master of Environmental Management, School of Forestry & Environmental Studies

THESIS ADVISOR : Dr. Curtis J. Richardson

ADDRESS OF AUTHOR : P. O. Box 185, Morrisville, N.C. 27560

WHERE FULL THESIS IS AVAILABLE : School of Forestry & Environmental Studies Duke University, Durham, NC. 27706

ABSTRACT (Single space, this side only)

The purpose of this project is to develop a nature trail for a 200-bed general hospital in Haywood County, North Carolina. The trail system is constructed on a 15-acre site adjacent to the hospital. The area has been used historically for botanical studies and is situated between the Great Smoky Mountains National Park and Pisgah National Forest. Objectives of the project are (1) evaluation of the site for ecological significance and trail design, (2) presentation of program ideas for populations using the trail, and (3) orientation of hospital staff for trail use. Programs for trail use are targeted at physical therapy patients, coronary patients, children, the elderly, hospital staff and visitors for exercise, recreation and educational benefits. The trail meets North Carolina standards for use by the handicapped.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : An approach to play area design.

AUTHOR : Donna W. Fitz **DATE OF COMPLETION** 1978

INSTITUTION : SUNY- College of Environ. Sci. and Forestry Syracuse, N.Y.

DEPARTMENT / PROGRAM : Landscape Architecture

THESIS ADVISOR : Bradford Sears

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library-College of Environ. Sci. and Forestry Syracuse, N.Y. 13210

ABSTRACT (Single space, this side only)

The objectives of this project were : (1) to organize the many ideas, feelings, and ambitions of the parents, teachers, and principal concerning the development of the play area. (2) to provide to the Advisory Committe information from the literature review on current thinking in play and play environments, promote discursion of how this relates to Manlius Elementary School, and elicit the needs and resources of the school. (3) to develop a play area design based on physical site characteristics, recommendations of the Advisory Committee and the designer's knowledge of play area design.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : A Self-Guiding Interpretive Trail at Camp New Hope

AUTHOR : Jody M. Roesler DATE OF COMPLETION Sept. 1979

INSTITUTION : School of Forestry and Environmental Studies, Duke University

DEPARTMENT / PROGRAM : Environmental Management

THESIS ADVISOR : Michael Vasilevich

ADDRESS OF AUTHOR : 5145 Terrace Drive
Baltimore, Maryland 21236

WHERE FULL THESIS IS AVAILABLE : School of Forestry and Environmental Studies, Duke University, Durham, North Carolina 27706.
Trail at Camp New Hope, Chapel Hill, North Carolina 27514

ABSTRACT (Single space, this side only)

Camp New Hope is a year-round retreat for the Orange Presbytery located in Orange County, North Carolina. Visitor groups include not only church groups but also families, school groups and local clubs. A self-guiding interpretive trail is presently being designed for the 165-acre tract of land. The area is rich in floral diversity and from an historical standpoint shows fine examples of how man's activities have altered the character of the land. Historically, the land has been both harvested for timber and pulpwood and used for farming. Evidences of an old stagecoach road also remain. Interpreted features focus on the evidences of man's activities and their influence on plant succession. Minor forestry practices currently ongoing in the forest are also explained to visitors. In addition to the trail a short management guidebook on the design, construction and maintenance of self-guiding trails in general is being developed. This guidebook will be particularly useful for camp managers, schools and environmental centers.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Ecological Survey of Fairbanks Wildlife Management Area

AUTHOR : Michael A. Spindler DATE OF COMPLETION Dec. 1976

INSTITUTION : Cooperative Wildlife Research Institue University of Alaska

DEPARTMENT / PROGRAM : Wildlife Management

THESIS ADVISOR : Dr. Robert Weeden; Dr. Brina Kessel

ADDRESS OF AUTHOR : General Delivery, Ester, Alaska 99725

WHERE FULL THESIS IS AVAILABLE : Copies may be purchased from Cooperative Wildlife Research Unit, University of Alaska, or borrowed from University of Alaska library, Fairbanks, Alaska 99701.

ABSTRACT (Single space, this side only)

The physical environment and major ecological relationships on the 716 ha study area were described. Five major habitat types were identified: WHITE SPRUCE-HARDWOOD, BLACK SPRUCE, TALL SHRUB, SERAL BIRCH, and TUSSOCK-LOW SHRUB BOG. The vegetation, birds, and mammals of these communities were sampled intensively. A total of 250 plant taxa, 150 bird, and 26 mammal species were attributed to the area. The WHITE SPRUCE-HARDWOOD type supported the greatest winter bird density, while the TALL SHRUB type supported the greatest summer density. The TUSSOCK-LOW SHRUB BOG type supported the lowest winter and summer bird populations but the highest small mammal density. Habitat diversity, productivity, and educational values were considered in preparation of management recommendations and layout for an interpretive trail. Habitat preferences of birds and mammals were related to successional relationships and physical stature of the vegetation.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Lake Louise: A Site Analysis and Developaent Proposal

AUTHOR : Janet Carpenter Thomas DATE OF COMPLETION April, 1978

INSTITUTION : University of Michigan

DEPARTMENT / PROGRAM : School of Natural Resources (Environaental Education & Outdoor Recreation Program)

THESIS ADVISOR : Rachel Kaplan and Paul Nowak

ADDRESS OF AUTHOR : 2988 Colwood
Rt. 1, Box 203
Caro, Michigan 48723

WHERE FULL THESIS IS AVAILABLE : University of Michigan Library System and NRDR Program Office, School of Natural Resources

ABSTRACT (Single space, this side only)

A six hundred acre site on Lake Louise, in Charlevoix County, Michigan is evaluated for potential use in the outdoor education program of the United Methodist Church in Michigan. This evaluation includes a study of human influences on the site (surrounding area, boundaries, buildings and structures, roads and transportation ways, land uses, utilities, applicable ordinances), natural resources (climate, topography, soils, water, wildlife, vegetation), and perceptual characteristics (views in and out, smells and sounds, significant features and spatial patterns). These studies are then related to the needs of the outdoor education program of the United Methodist Church. Based on the site characteristics and the church's program needs, a proposal is made for limited development as a primitive site. A brief program outline for the site is also included.

2: Parks - Users & Interpreters

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : User perceptions, attitudes, environmental preferences: An aid to coastal planning.

AUTHOR : Gerald Boell DATE OF COMPLETION 1978

INSTITUTION : SUNY- College of Environ. Sci. and Forestry Syracuse,N.Y.

DEPARTMENT / PROGRAM : Landscape Architecture

THESIS ADVISOR : Tom Nieman

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library- SUNY-College of Environ. Science and Forestry Syracuse, N.Y. 13210

ABSTRACT (Single space, this side only)

The primary research objective of the thesis is to demonstrate how behavioral research can be integrated into the coastal planning process. Toward accomplishing this stated objective, the study initially examines:(1) the past and present untilization of the eastern shore of Lake Ontario, the reasons for its use, and the resultant multiple use and environmental problems. (2) the history of coastal planning in the eastern Lake Ontario region, the present planning framework of the St. Lawrence Eastern Ontario Commission, and the present plnnning objectives held for the region.

Central to this study, however , is a survey of the social characteristics, environmental preferences, attitudes and perceptions of the present coastal along the eastern shore of Lake Ontario. It is anticipated that through achieving an understanding of the people who use the coastal zone, coastal planners and managers may be better prepared to make informed environmental decisions affecting the Eastern Ontario region.

Following a presentation of information regarding the Eastern Ontario region and its coastal planning framework, the results of the coastal user survey are presented and analyzed; the survey results are evaluated in light of the two complementary research elements, and generalizations are drawn regarding the Eastern Ontario coastal users. Subsequent to these procedures, implications are offered for the planning an management of the Eastern Ontario coastal region.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Directory of Interpretive and Environmental Education Areas and Facilities in Idaho

AUTHOR : Diane Sport DATE OF COMPLETION May 1978

INSTITUTION : University of Idaho

DEPARTMENT / PROGRAM : Wildland Recreation Management

THESIS ADVISOR : Dr. James R. Fazio

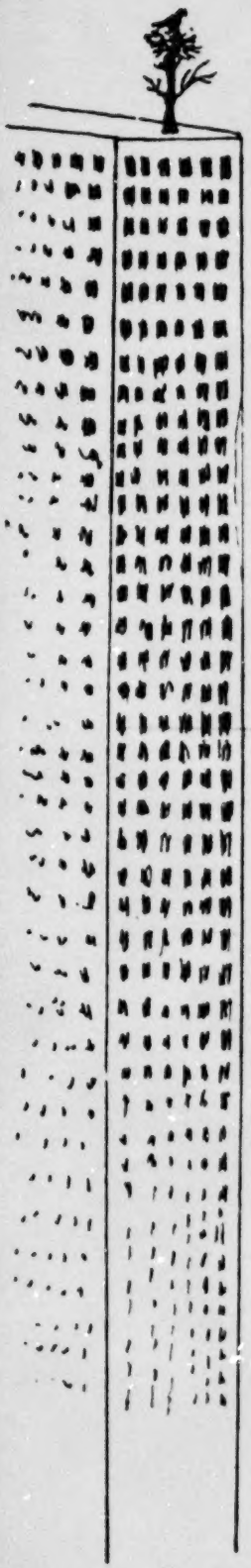
ADDRESS OF AUTHOR : College of Forestry, Wildlife and Range Sciences, U of I Moscow, Idaho 83843

WHERE FULL THESIS IS AVAILABLE : Above

ABSTRACT (Single space, this side only)

This was a non-thesis graduate project. The resulting document is a description of sites in Idaho specifically designated for interpretive or environmental education activities. Descriptions include site features, regulations, hours, personnel to contact and other details important to teachers or others planning a visit to the area. Descriptions are arranged alphabetically by county with a summary chart in the appendix that also notes the availability of drinking water, camping or picnic facilities and other support services. The directory is intended as a reference and guide, and to serve as a benchmark for future comparison studies.

3: Media Communications



Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Environmental Voice of the Oil and Forest ~~Industries, 1958-1977~~

AUTHOR : Nancy Bavec DATE OF COMPLETION 15 Dec 78

INSTITUTION : University of Wisconsin-Madison

DEPARTMENT / PROGRAM : School of Journalism and Mass Communication

THESIS ADVISOR : Broom/Schoenfeld

ADDRESS OF AUTHOR : 3036 Oak Forest Drive North, Clearwater, FL 33519

WHERE FULL THESIS IS AVAILABLE : UW Memorial Library

ABSTRACT (Single space, this side only)

Bavec (1) content-analyzed a stratified random sample of oil and forest industry advertisements in Newsweek, Sports Illustrated, Business Week, and Natural History, coding 305 ads. For analytical purposes, the 20-year period was broken down into three phases reflecting the evolution of environmentalism: 1958-1965, 1966-1971, 1972-1977. The study seems to suggest that, far from contaminating the essential concepts of environmental education, the oil and forest industries have in fact been captured by the environmental movement, at least as measured by their corporate image advertising messages in national magazines. In these ads the two industries have moved perceptibly from promoting consumption to promoting conservation, and from ignoring environmental issues to responding to them. While they may not have truly grasped a systems approach to holistic environmental husbandry, they at least have not mounted massive "backlash" campaigns against the environmental imperative. And while they have not often provided mobilizing information supporting public involvement in resource management decision-making, they have not ducked their own corporate responsibilities.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : "Environment: Covering the Urban Milieu"

AUTHOR : Robert A. Griffin DATE OF COMPLETION 15 Dec 77

INSTITUTION : University of Wisconsin-Madison

DEPARTMENT / PROGRAM : School of Journalism and Mass Communication

THESIS ADVISOR : Schoenfeld/McLeod

ADDRESS OF AUTHOR : Assistant Professor, College of Journalism, 1131 W. Wisconsin Avenue, Marquette University, Milwaukee, 53233

WHERE FULL THESIS IS AVAILABLE : UW Memorial Library

ABSTRACT (Single space, this side only)

Have reporters and editors aided Udall in taking the environment "out of the countryside and into the city"? To a constructed sample of 394 daily newspaper editors in the United States in 1974, Girffin sent a letter asking that an enclosed questionnaire be passed on to the newspersons on their staffs most likely to cover "enviornmental" news. Griffin received 105 replies (27%), reasonably representative of geography, city size, and circulation. The questionnaire was built around the "leads" to 30 hypothetical news stories spanning a range of topics which were later factor-analyzed into clusters or groups that might be called "appreciation or observation of nature," "resource use or mis-use," and "aspects of the urban milieu."

While some reporters identified some stories in each category as essentially non-environmental, the preponderance identified most stories in all categories as environmental-type stories, to differing extents. Most reporters rated "urban milieu" stories consistently as more "important", however, than stories in the "natural" category. Ratings were somewhat dependent on the size of the city and the characteristics of the reporters' particular beats, but, to many U.S. environmental reporters, the environment is certainly multidimensional; the city has entered the locus of the environmental story.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : AN INQUIRY INTO THE ROLE OF SOCIAL MYTHOLOGIES AS ROOT CAUSES OF ENVIRONMENTAL PROBLEMS

AUTHOR : William Garth Hansen DATE OF COMPLETION 1974

INSTITUTION : School of Natural Resources/ University of Michigan

DEPARTMENT / PROGRAM : Environmental Education and Outdoor Recreation

THESIS ADVISOR : Professor William B. Stapp

ADDRESS OF AUTHOR : 219 Elizabeth
Grand Ledge, Michigan 48837

WHERE FULL THESIS IS AVAILABLE : School of Natural Resources/ University of Michigan; Graduate Library/ University of Michigan

ABSTRACT (Single space, this side only)

Suggested causes of environmental problems are explored from the perspective of the thesis that they constitute a system of social mythologies for Western society. A philosophical basis for the term "root cause" is developed primarily through an examination of the role of perception in causal theory with particular reference to human interaction with the environment.

A compendium of causes is compiled from current environmental literature and divided into three categories: Philosophical Value Concepts, Beliefs and Attitudes, and Behavior Patterns. Sexism is proposed as an archetypal behavior pattern which reflects, encompasses, and integrates the other causes comprising the mythic system.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Environmental New Coverage on Wisconsin Daily Newspapers: A Comparison of Reporter and Editor Views on Environmental Issues

AUTHOR : Ronald C. Holcomb DATE OF COMPLETION 1977

INSTITUTION : University of Wisconsin- Madison

DEPARTMENT / PROGRAM : Environmental Communications

THESIS ADVISOR : Larry Meiller

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE :

ABSTRACT (Single space, this side only)

A mailed questionnaire to 33 environmental reporters and 35 editors in Wisconsin was used in this study. Fifteen hypothetical news items (developed by Griffin) comporised the instrument for determining environmental orientations. Information on sources and types of environmental news was also sought.

The findings clearly reveal the presence of the "Urban Milieu" (an urban orientation toward the environment) among reporters and editors of the state's dailies. In fact, the presence of the urban orientation is so prevalent that reporters and editors, whether from small or very large cities, perceive this category of news items as having the most importance for their papers.

Differences in orientation toward the environment between editors and reporters did emerge. The statistical analyses indicate that editors view environment along the traditional preservationist-utilitarian continuum. Reporters, however, view the environment along three dimensions: Observation of Nature, Resource Use, and the Urban Milieu.

The data reveal that environmental reporters on the State's large city dailies tend to be older, have more total years reporting experience, and have been covering the environment longer than environmental reporters on medium and small dailies. It appears that the true environmental specialists are the large city environmental reporters. A large majority of these reporters indicate their beat responsibility includes only environment or energy. Large city reporters also receive few editor assigned stories, suggesting that they have freedom to cross beat boundaries to get a story.

10

National Association for Environmental Education

TITLE : The Metropolitan Milwaukee Area Carpooling Program: Using Communication to Promote Environmentally-sound Behavior

AUTHOR : Susan McDowell O'Connell DATE OF COMPLETION 1978

INSTITUTION : University of Wisconsin-Madison

DEPARTMENT / PROGRAM : Environmental Communications

THESIS ADVISOR : Marion Brown

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE :

ABSTRACT (Single space, this side only)

During mid-1975, the Metropolitan Milwaukee Area Carpooling Program promoted ride-sharing as a desirable alternative to driving alone. It hoped to induce a significant proportion of commuters in southeastern Wisconsin to adopt this voluntary energy conservation method.

The project used a dual communications approach, relaying its persuasive messages through mass media and private business. The media were used mainly to create program awareness and introduce the idea to area residents. Both paid advertisements and public service time were utilized to relay messages via newspapers, magazines, television, billboards, and radio, with the latter two channels emphasized. Employers represented a means for distributing literature, adding the power of interpersonal mediation to carpooling arguments in order to accelerate behavioral change. Messages stressed the economic sense of ride-sharing.

Campaign evaluation, to determine its effectiveness in stimulating carpool formation, was done through a questionnaire sent to applicants and a sample drawn from the general population. Data revealed that the campaign created self-awareness among more than two-thirds of the population, and that persons receiving carpooling information from their companies were indeed likely candidates. Although the campaign did directly influence some 8,000 persons to become poolers, it fell short of tis originally-stated goal of removing 15,000 cars from the streets.

Saving money was found to be the strongest motivation for carpooling, although other factors such as energy conservation and convenience also entered the decision-making process. Psychological and situational blocks to behavioral change were uncovered, as were socio-economic and demographic characteristics common to poolers. Compared with lone drivers, poolers were found to be: younger, more educated, of middle income, and in a professional, technical, or clerical job. The campaign's soundness of design and implementation was evaluated according to communication theory, and suggestions were made for further efforts.

National Association for Environmental Education

TITLE : ATTITUDES OF AMERICAN MAGAZINES TOWARD ATMOSPHERIC NUCLEAR TESTING, 1945-1965

AUTHOR : Frederick Michael O'Hare, Jr. DATE OF COMPLETION October 1974

INSTITUTION : College of Communications, University of Illinois at Urbana

DEPARTMENT / PROGRAM : Institute of Communications Research/ Communications

THESIS ADVISOR : James W. Carey, Ph.D.

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE : University Microfilm, Ann Arbor, Michigan

ABSTRACT (Single space, this side only)

A search of Readers' Guide to the Periodical Literature was performed in an effort to identify all of the articles published in popular magazines in the US between 1945 and 1965 on the subject of atmospheric nuclear testing in an attempt to see how this crisis in science policy was treated by that segment of the press and to investigate whether that treatment had any effect in the resolution of that crisis. More than 5000 citations to articles bearing on the testing of nuclear weapons were found. After the application of a rigid set of constraints, designed to limit the articles under consideration strictly to those dealing with nuclear testing producing physiological dangers by means of environmentally transported radioactive material, the corpus of items to be studied was reduced to 925 magazine articles.

A test instrument was drawn up to assess these magazine articles in regard to their appraisal of the danger posed by the testing of atomic and hydrogen bombs in the atmosphere and the subsequent efficacy and need to limit such testing. Using this test instrument, each of the 925 articles was ranked on a scale of -2 to +2, reflecting a pro-testingto an anti-testing attitude on the part of the publisher of that article. These ranks were then averaged, displayed, and analyzed. A check of the methodology showed the test instrument to possess reliability.

The conclusions of the study considered the variation of the magazine articles with time, compared the stances taken by the magazines with the opinions expressed by the public and contrasted the course of action advocated by the magazine press with that actually taken by the powers setting the policy of nuclear testing. The conclusions arrived at by the study were that, although there was a modicum of immediate and direct influence by historical events on the data collected, the data did show a gradual and largely constant variation from a pro-testing one as time went on and as the scientific case against atmospheric nuclear testing grew. Secondly, that shift on the part of magazines correlated almost exactly with the public-opinion data on the public's assessment of the danger of nuclear testing and led that public's opinion about the desirability and necessity of banning such testing by from one to five years. Finally, that shift of the media's stance preceded the similar shift of official policy by five years. Although no cause-and-effect relationship can possibly be demonstrated, the strong correlations between the actions of the media and the actions of the public and government give credence to the assertion that the press plays a very active role in informing people about the facts and issues involved in scientific crises and in bringing about the resolution of such crises.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : NANTAHALA HIGHWAY SIMULATION GAME

AUTHOR : David M. Plott DATE OF COMPLETION April 1979

INSTITUTION : Duke University

DEPARTMENT / PROGRAM : Forestry and Environmental Studies/ Case Studies

THESIS ADVISOR : Professor William Thompson

ADDRESS OF AUTHOR : 922 Dacian #12, Durham, N.C. 27701

WHERE FULL THESIS IS AVAILABLE : Integrated Case Studies Program

School of Forestry & Environmental Studies, Duke University Durham, N.C. 27706

ABSTRACT (Single space. this side only)

The Nantahala Highway Simulation Game models the decision making process used by the North Carolina State Department of Transportation in selecting a major transportation route through an environmentally sensitive area. A slide/ tape presentation introduces and orients students to the issue. Students assume various interest group roles and exploit their resources in order to have the Department of Transportation select the highway alternative which is most compatible with the goals of their interest group. Students use data sets covering environmental, social, economic and political factors to reach a decision on placement of the highway.

The Nantahala Highway Simulation Game achieves the following objectives:

1. Exposes students to the bureaucratic process, economic, political and environmental issues and inter- and intra- agency and interest group communication problems that occur when a government plans a highway through a sensitive area.

2. Develops students' abilities to identify the salient highway issues and formulate logical positions and arguments on the issues.

3. Develops students' abilities to present their positions both orally and in writing.

4. Develops students' abilities to effectively exploit their limited resources in order to achieve their goals.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Space Utilization in Natural Resources Magazines

AUTHOR : Bruce Stromp DATE OF COMPLETION 1977

INSTITUTION : University of Wisconsin - Madison

DEPARTMENT / PROGRAM : Environmental Communications

THESIS ADVISOR : Marion Brown

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE :

ABSTRACT (Single space. this side only)

The purpose of the research was to analyze the layouts in the 44 state natural resources magazines published in 1977. Space utilization was compared in magazines of different types, categorized according to staff size and subscription rate. Category averages for each layout element were compared based on per issue percentages of space devoted to each element. Percentage computations were based on the total space potentially available for text (eliminating covers and contents pages). Answers were sought for the following questions: What is the relationship between subscription rate and the proportion of space allocated to textual material (as opposed to white space, graphics, headlines, subheads, and cutlines) in each issue, and in the magazine's total yearly output? Conversely, do subscription rates relate to the proportional amount of space taken by photographs, drawings and other graphic materials? How does staff size relate to the use of photographs and artwork?

Three issues of all but three magazines were measured. The results for each issue were averaged together giving per issue percentages of each layout element for each magazine. These percentages were averaged for each sub scription and staff category.

The results of the study show: There was significantly less text space per issue used by $5 magazines than in the $2 and $3 magazines. As subscription rates increase there is a larger percentage of photograph and artwork space used per issue. A significant difference in the percentage of white space per issue occurs among the subscription categories. Magazines with large staffs (14) allocate significantly more space per issue to artwork than magazines with smaller staffs.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The effects of participation in a Naturalist Aide Program on the self-concepts of Senior Citizens

AUTHOR : Ronald H. Ahlbrandt DATE OF COMPLETION 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : H. M. Lundegren

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space, this side only)

During a 16 wk experience,senior naturalist volunteer program offered at the Briar Bush Nature Center, Abington, Pa. , the self-concepts of 8 senior naturalists and 18 control group SS, ages 60-85, were investigated using the Tennessee Self-Concept Scale (TSCS). Findings derived from application of the Mann-Whitney U test and Wilcoxon signed ranks test to pre-and post-test TSCS scores indicate that no sig. change in self-concept dimensions occurred for the control group Ss or the senior naturalists who participated in the experience program. As a follow-up to the main study, the senior naturalists were administeredanother testing of TSCS after an additional 10 wk. period and a sig. position change in the TSCS dimension of behavior was experienced by senior naturalists in leadership roles and the development of a mini-training program for the senior naturalist by a fellow senior volunteer. The findings imply that the senior naturalist volunteeer program designed for this study my provide the necessary influences for changing some dimensions of self-concept in senior citizens.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Effects of a Water Conservation Instructional Unit on the Values Held by Sixth Grade Students Concerning Water Conservation.

AUTHOR : Andrew Aird DATE OF COMPLETION 1975

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Inst., and Media/Environmental Education

THESIS ADVISOR : Audrey N. Tomera, Assoc. Prof.

ADDRESS OF AUTHOR : Rt. #2, Box 337, Carterville, IL 62918

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library, Southern Illinois University at Carbondale 62901

ABSTRACT (Single space, this side only)

In this study the researcher examined the effects of instructional treatment on the conceptual knowledge and verbalized values related to an environmental problem. Fifty sixth graders in two groups were used in a pre-post, control group design. The independent treatment variable was a composite expository and guided discovery teaching technique concerned with water - its use, importance, and conservation.

A written, open-ended phenomenological instrument was used to measure both knowledge and values. The instrument was validated (content validity); interscorer and test-retest reliabilities were established.

Analyzing the data using multiple linear regression, a significant difference was found in the performance of the experimental group over the control group with respect to knowledge of threats to water supplies. Nearly 61% of the variance was attributed to instruction.

In order to examine value shifts, a comparison was made between the number of differing responses on the posttest as compared to the pretest responses of both experimental and control groups. Students receiving experimental insturction had a significantly higher number of responses.

Aird concluded that students' values concerning water conservation can be changed via instuuction. These data help corrobarate the concept that the amount of conceptual knowledge an individual has affects the values held concerning the issues associated with that knowledge.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Adult-Child Cross-Age Environmental Education

AUTHOR : Beverly Jo Angell DATE OF COMPLETION August 1978

INSTITUTION : Colorado State University

DEPARTMENT / PROGRAM : College of Forestry & Natural Resources/Conservation Education

THESIS ADVISOR : Dr. Charles L. Mahoney

ADDRESS OF AUTHOR : College of Forestry & Natural Resources
Colorado State University

WHERE FULL THESIS IS AVAILABLE : Morgan Library, Colorado State University, Fort Collins, Colorado 80523

ABSTRACT (Single space, this side only)

In order to test the hypothesis that the participation of adults with children in a structured learning situation aids the children's learning of selected environmental concepts, two environmental awareness workshops involving Girl Scouts were given. Junior Scouts only participated in the first workshop. Junior Scouts and adult Scout leaders took part in the second workshop. Both workshops were organized and conducted in the same manner by the same leader. All workshop participants were pre- and post-tested to measure their awareness of the four environmental concepts presented at the workshops.

Student's t-tests run among and between the groups on pre-test/post-test ratings of participants' environmental awareness indicated that while Junior Scouts in the former workshop significantly improved their awareness of two of the four workshop concepts and while Junior Scouts in the Junior-with-adults workshop group showed no significant improvement in awareness of any of the concepts, the groups did not differ significantly one from another on their post-test scores.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Middle School Students' Value Clarification in Environmental Education as a Function of Autonomous Research.

AUTHOR : R. Henry Bisaga DATE OF COMPLETION 1975

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Instr., & Media/Environmental Education

THESIS ADVISOR : Harold R. Hungerford, Professor

ADDRESS OF AUTHOR : R.F.D. 2, Carbondale, Il 62901

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library, Southern Illinois University at Carbondale

ABSTRACT (Single space, this side only)

In this study, 17 fifth graders and 33 eighth graders were used in a pre-post, no control group design examining the effects of autonomous research into environmental issues on values shifts. The researcher hypothesized that autonomous research, conducted by fifth and eighth grade students on topics of their own choosing, would affect the values they had regarding those problems. The instrumentation used was of a phenomenological nature.

Statistical pretest similarities permitted the 5th and 8th grade samples to be collapsed. Subsequent to posttesting, chi square analyses of the number of discrete pre and posttest responses were made.

Data analysis indicated that the number of discrete value responses pre to post was not significantly different. However, a significant number of value statements as recorded on the posttest were different from pretest responses. The inference was made that this difference reflected changes in students' values with respect to the particular environmental issue under investigation. This research indicated that the knowledge generated by independent research contributed significantly to the values clarification process.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Influence of an Outdoor Environmental Residential Experience on Attitudes

AUTHOR : Flora E. Bozzone DATE OF COMPLETION 8/78

INSTITUTION : Slippery Rock State College

DEPARTMENT / PROGRAM : Elementary Education

THESIS ADVISOR : Dr. Harvey Goehring, Jr.

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE : Library-Slippery Rock State College

ABSTRACT (Single space, this side only)

A pre-post test of environmental attitudes was used with fifth grade students in Allegheny County, Pennsylvania. The experimental groups (A+B) consisted of 406 students from seven schools, who attended a one week outdoor residential experience from the Fox Chanel School District. The control group (C) from the Babcock School District consisted of 58 students who did not attend this experience. Pre-test was administered to groups A& C one week prior to experience. Post-test was administered upon return to groups A & C.

Findings indicated no significant experience between groups A & C at the 0.05 level of confidence. One group (boys' score) showed significant difference in total test scores and sub-categories--education, socialization.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Environmental Education in an Economics Context: Effects on Students' Knowledge and Attitudes.

AUTHOR : Diane L. Brook DATE OF COMPLETION 8/78

INSTITUTION : University of Georgia

DEPARTMENT / PROGRAM : Department of Social Science Education

THESIS ADVISOR :

ADDRESS OF AUTHOR :

WHERE FULL THESIS IS AVAILABLE :

ABSTRACT (Single space, this side only)

The study was concerned with the viability of economics as a suject framework for an environmetnal education course. An environmental education unit was taught as part of a ninth grade economics course. Its effectiveness in improoing students' environemntalknowledge and attidtudes was determined and compared with that of a ninth grade population geography-based unit in an interdisciplinary course developed and tested by Hepburn et al (Hepburn, M.A., Shrum, J. W., & Simpson, R.D. Effects of Co-ordinated Environmental Studeies in Social St dies and Science on Student Attitudes Toward Growth and Pollution. Theory and Research in Social Education, 1978, 6 (3) 71-86). The economics sample consisted of 69 ninth graders of varying abilities; the geography sample consisted of 26 ninth graders. The three week economics unit was developed from behavioral and cognitive objectives; students were pre-and post-tested using a 40 item multiple choice Environmental Knowledee Test developed from the unit objectives and a Likert-type Attitude Test developed and used by Hepburn et al. The unit provided balance amounts of environmental knowlede and economic content with equal emphasis on cognitive and affective content. Results showed a significant positive relationship between students' environmental knowledge and their attitudes. There was a significant improvement in students' environmental attitudes despite the equal consideration given to conflicting economic and environmental arguments in the unit. Although the economic framework for an environmental education course proved to be no more effective than the geography framework in improving students' environmental knowledge and attitudes, the study pointed to economics as a viable single subject ontext for an environmental education unit in social studies.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Self-esteem and the United States Youth Conservation Corps enrollee

AUTHOR : Jerilyn Everhart Brunke **DATE OF COMPLETION** 1978

INSTITUTION : Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : Betty van der Smissen

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space, this side only)

The program measure was a Youth ConservationCorps (YCC) 8-wk summer camp (1977) program at a camp in Pa. The YCC is funded by the Federal Governemnt and participants are paid to work on public land taking part in environmental improvement projects. Also in the program are weekend and evening activities which include backpacking, work-learn projects, campcraft, swimming, and hiking. 4 parts of the Rosenberg Inventory were used as the measure of self-esteem, in accord with the purposes of the YCC program: self-esteem, self-development, social skills in a working situation with adults and peers, and social skills in a social situation with adults and peers. The Inventory was administered to the 30 participants in the first and last week of the 8-wk experience. Analysis of pre- and post-session measures produced the following findings with regard to self-esteem, self-development, and social skills: no sig. change observed for the total group; no sig. change among enrollees when grouped according toage, sex, or size of home community. Based upon these findings and within the limitations of this study, the following conclusions were reached: participation in a U.S. YCC program does not alter self-esteem, self-development, or social skills; and there is do difference among enrollees regarding these factors when grouped by age, sex, or size of home community.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The effect of a four-week primitive camping experience on inner-city children's perceptions of the natural environment.

AUTHOR : Christine Chaanel **DATE OF COMPLETION** 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : Betty van der Smissen

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space, this side only)

Ss were 64 girls aged 9-16 from disadvantaged areas of NYC who attended Trail Blazer Camp for Girls in August, 1976. Three instruments were used: a 25-item Likert-type environmental perceptions inventory in an agree/disagree format; a listing exercise asking for the child's 10 favorite pursuits; and a drawing exercise asking that the child sketch her favorite place. A sig. improvement in environmental perceptions scores was found overall; however, when divided according to age and experience, subgroupings, younger girls and inexperienced campers improved sig. while older girls and experienced campers did not. A sig. relationship was found beween number of nature-oriented pursuits and favorite place. Interest in outdoor activities was strong, but not so for nature-oriented pursuits. There was a strong favoring of natural scenes as favorite places, and a visible apprciation of the intrinsic qualities of the outdoor settings.It was concluded that inner-city children perceive the out-of-doors in a fairly positive manner, and that an extended camping experience has a positive effect upon their perceptions.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Web: An Environment Education Program for Summer Camps

AUTHOR : William S. Chiat **DATE OF COMPLETION** April, 1979

INSTITUTION : The University of Michigan, School of Natural Resources

DEPARTMENT / PROGRAM : Environmental Education and Outdoor Recreation

THESIS ADVISOR : Dr. William B. Stapp

ADDRESS OF AUTHOR : 3812 Drew Avenue South
Minneapolis, MN 55410

WHERE FULL THESIS IS AVAILABLE : Environmental Education and Outdoor Recreation Program, The University of Michigan, School of Natural Resources, Dana Building, Ann Arbor, MI 48109

ABSTRACT (Single space, this side only)

During the summer months, youth organizations such as the Boy Scouts of America have contact with millions of young people in experiencing and exploring the natural environment. Yet no real program has been developed that meets the need of these camps -- that is the goal of this thesis. Although the guide is developed specifically for ecology/conservation staff at Boy Scout camps, it can be adopted for use at any youth camp.

The guide begins with a philosophical look at current camp programs, and the kinds of results coming from these programs. After examining the foundations of approaches such as environmental education, conservation education, nature study, and interpretation, a set of goals and objectives is set for an environment education program at Scout camp. This new program is a learner-centered approach with a primary goal of building environmentally aware Scouts and future decision makers, and a secondary goal of the achievement of advancement awards.

The guide contains a comprehensive summary of ecological and environmental concepts appropriate to the age group and setting of Scout camp, along with a list of expected understandings. The mechanics of preparing a n environment education program are discussed with the emphasis on a conceptual approach, utilizing activities, field work, hikes, and discussions as the tools for learning. A great many of the activities are intended to be led by the Scouts themselves.

The final section of the guide contains support materials for a summer program including: an Activity Bank (30 appropriate activities and sources for more); Glossery of common environmental terms; Talk and Presentation Tips; an annotated camp written and A/V bibliography; and governmental, citizen, and educational organizations which can offer more help.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The effects of participation in a creative dramatics program on the self-concept of mentally retarded children in a six-week day camp.

AUTHOR : Johnathan Nichols Fisher **DATE OF COMPLETION** 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : H. M. Lundegren

ADDRESS OF AUTHOR : Write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space, this side only)

Twenty-seven campers (16 males and 11 females) aged 7-15, with varying degrees of mental retardation, attending a 6-wk day camp participated in this study. S's were divided into 3 gps.; creative dramatics (CD) (11); storytelling (ST) (9) and control (C) (7). CD met for 2,45 min. sessions per wk., ST met for 2, 25 min. sessions, and C had the regular camp program. A 30 picture self-concept test representing concepts contained in standard paper and pencil tests was developed by the investigator and administered individually on a pre-post-program basis, with an immediate repeat given at the end in order to assess reliability. Kruskel-Wallis one way, ANOV by ranks and Wilcoxon signed ranks test when applied to the data showed no differences either between gps. or within gps. in self-concept. The reliability of the test was .01.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Change in attitudes toward four selected environmental issues of enrollees in two eight-week Youth Conservation Corps camps.

AUTHOR : Haring, David A. DATE OF COMPLETION 1978

INSTITUTION : Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : Betty van der Smissen

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space. this side only)

The attitudes of 44 enrollees (25 males, 19 females), ages 15-18, participating in the 1977 Youth Conservation Corps (YCC), toward 4 selected environmental issues were assessed using the Method of Ordered Alternatives. For each of the 4 issues, the enrollees were asked to indicate which of the 7 statements concerning the issue were acceptable and which were objectionable to them. The statements represented the entire range of viewpoints (from least to most ecological) concerning the following issues: renewable vs. nonrenewable resource use; the concern for man vs the concern for things other than man; needs vs wants; and economic vs ecological factors in decision-making situations. It was concluded that the YCC program has no effect on the mean environmental attitudes of the enrollees although the data indicated that from slightly more than ½ to slightly more than ¾ of the enrollees did accept and/or reject different statements at the end of the session. These changes were generally symetrical around the original mean choice, and therefore, no significant changes occurred in the mean responses. The data were analyzed by frequency distribution, $^{0}/_{0}$, and t tests for the general population, as well as for the subgroups of sex, age, and camp attended.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The effects of an outdoor interpretive program on the self-concepts ofeducable mentally retarded (EMR) boys.

AUTHOR : William P. Kaiser DATE OF COMPLETION 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : H. M. Lundegren

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University University Park, Pa. 16802

ABSTRACT (Single space. this side only)

12 EMR boys, ages 13-18 yrs., participated in a 7-wk outdoor interpretive exp. conducted by the investigator. The Piers-Harris Children's self-concept Scale (CSCS) was administered to the interpretive group and a control group of 12 boys. The CSCS was composed of 30 simple declarative statements, half worded to indicate a positive self-concept and half a negative self-concept. Scoring of the scale is in the direction of a high self-concept. The interpretive group participated in activities which centered around: identification of winter trees, understanding the environment, animal tracking, animal habitats, food sources for animals, animals and their lives around the streams and rivers, slide presentations on animals and their environment and terrariums. The time spent with the interpretive group and control group was 1hr/day. The investigator's role with the control group was as an aide to the teachers in conducting academic and REC activities. The CSCS was administered to both groups at the conclusion of the 7-wk period. A posttest was administered to the interpretive group 1 mo. after the conclusion of the program. The Mann-Whitney U test was used to compare the results between the groups on the pretest and posttest self-concept scores. Within-group comparisons were made using the Wilcoxon signed-ranks test. A sig. diff. at the .05 level of probability was found between the pretest and posttest scores for the interpretive group, indicating a more positive self-concept. There was a sig. change in a negative direction between the posttest and follow-up scores for the interpretive group. The self-concept of the interpretive group was not more positive than that of the control group at the end of the study.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Recreation in the New York State prison system.

AUTHOR : Joseph Korb DATE OF COMPLETION 1978

INSTITUTION : SUNY- College of Environ. Sci. and Forestry Syracuse, N.Y.

DEPARTMENT / PROGRAM : Managerial Science and Policy

THESIS ADVISOR : Miklos Gratzer

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library- SUNY-College of Environ. Science and Forestry Syracuse, N.Y. 13210

ABSTRACT (Single space, this side only)

This study investigates the value of recreation in prisons and identifies the limits to expanding recreational opportunities. Although suggestions are made as to what needs to be done to improve the services provided, the position is not advanced that providing recreation will automatically make prisons harmonious places.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Comparative Effects of an Environmental Awareness and a Environmental Action Instructional Model on the Overt Environmental Behaviors of Eighth Grade Students

AUTHOR : John Ramsey DATE OF COMPLETION 1978

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Inst., and Media/Environmental Education

THESIS ADVISOR : Audrey N. Tomera, Assoc. Prof.

ADDRESS OF AUTHOR : 315 West Field Drive, Red Bud, IL 62278

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library, Southern Illinois University, Carbondale 62901

ABSTRACT (Single space, this side only)

In this study, 67 eighth grade students were used to examine the comparative effects of three discrete modes of instruction on students' knowledge of environmental action skills and on their overt participation in environmental action. A posttest only, control group design was used, and a post only parental questionnaire was administered two months after instruction as a corroborative cross reference for self-reported student behaviors. The treatments included: (for Group 1) instruction in the identification and application of environmental action skills and strategies; (for Group 2) case study instruction focusing on the use and conservation of water and water resources; and (for Group 3) a physical science (non-FE) control treatment.

An instructional prelude to the study was a semester of environmental consepts, information, and values clarification instruction for both the environmental action and case study groups. The three groups used in this study were equated on an instrument measuring knowledge of environmental action skills and overt participation in environmental action. These variables were analyzed using analysis of variance. Even though both experimental groups received concept and values clarification instruction, they were statistically equivalent to the control group with respect to (1) knowledge of how to solve environmental problems, i.e., action skills and, (2) overt environmental problem solving.

Analysis of postest data indicated that the group receiving environmental action instruction made significant gains in knowledge of environmental action strategies and overt environmental behavior. No significant differences were found between the group recieving the environmental information and the group receiving the control treatment.

Descriptive analysis of the post-only questionnaire date indicated that parents of students receiving environmental action instruction reporting a higher percentage of environmental behaviors on the part of the students than parents of students in the other two groups. Furthermore, parents of the group receiving environmental information only reported a higher percentage of environmental behavior (i.e., citizenship action) on the part of the students than the control group.

The researcher inferred that knowledge of an competency with environmental action skills were significant contributors to students' overt environmental behavior. In addition, this behavior seemed to hold up fairly well over time. Parents of the environmental action instruction group reported a considerable amount of action behavior two full months after instruction was completed.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : ENVIRONMENTAL EDUCATION FOR THE INNER-CITY

AUTHOR : Harvey L. Rollerson DATE OF COMPLETION November 1978

INSTITUTION : Northeastern Illinois University

DEPARTMENT / PROGRAM : Geography and Environmental Studies

THESIS ADVISOR : Dr. Barbara J. Winston

ADDRESS OF AUTHOR : 8544 S. Dante Chicago, Illinois 60619

WHERE FULL THESIS IS AVAILABLE : Northeastern Illinois University
5500 N. St. Louis Ave. Chicago, Illinois 60625

ABSTRACT (Single space, this side only)

Environmental Education for the Inner-City contains five units of instruction that provide a variety of direct experiences with the environment both within and without the classroom. Children are given opportunity to develop skills that will help them become more aware of the resources in their community and those processes that determine its character.

Unit I. Exploring My Environment
Unit II How Do I Learn About My Environment?
Unit III. Learning More About My Environment
Unit IV. Caring For My Environment
Unit V. Practicing Safety In My Environment

The teacher's role in this setting is that of a learner and guide. Everyone is expected to share in discovery, analysis, prediction, contrast and comparison, problem solving, or whatever the task that has been assigned or agreed upon. From these developing skills pupils will be able to see how they can effect change in the environment both as individuals and as a group. Hopefully, through these shared experiences both teacher and pupil will appreciate the fact that environment effect people and that people affect environment and will act more thoughtfully and responsibly toward their environment.

Environmental Education / Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The effect of an outdoor adventure program on the self-esteem of delinquent adolescents

AUTHOR : Robert D. Shull DATE OF COMPLETION 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : D.V. Harris

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn. State University
University Park, Pa. 16802

ABSTRACT (Single space, this side only)

The program measured was the Butler County Community College, Pa. Encounter Four Project GIG (Group and Individual Growth) F4-80 course which took place from May 9, 1977, to June 19, 1977. 18 GIG participants were measured as were 18 control group members (the latter from the New Castle Youth Development Center, New Castle, Pa.). Ss were males, 15-18 yrs. old who met the selection criteria for GIG. Project GIG consisted of physical and mental activities involving problem-solving tasks including rock climbing, backpacking, whitewater rafting, initiative games, campcra search and rescue,and solo. The Texas Social Behavior Inventory was used as the measure of self-esteem. This was administered to GIG and control participants on May 9, 1977, and again on June 18, 1977. Pooled t-tests showed no sig. diff. between the group mean scores on the pretest or posttest. Matched-sample t-tests showed no sig. change in self-esteem for either group between inventories. It was concluded that GIG does not produce a sig. positive change in self-esteem for the entire group of participants; furthermore, GIG does not produce a significantly greater change in self-esteem than that experienced in a control group.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Effects of Using Environmental Case Studies In A Taxonomic Biology Program to Influence the Environmental Attitudes of Tenth Grade Students

AUTHOR : Robert Joseph Wilson DATE OF COMPLETION 1978

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Inst., and Media/Environmental Education

THESIS ADVISOR : Audrey N. Tomera, Assoc. Prof.

ADDRESS OF AUTHOR : 2490 N. Water, Apt. 15, Decatur, IL 62526

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library
Southern Illinois University at Carbondale, IL 62901

ABSTRACT (Single space, this side only)

Wilson's study was designed to measure changes in environmental values which could be attributed to the use of environmental case studies as a supplement to an existing traditional biology course. These case studies were designed to correlate with phylogenetic instruction in high school biology units on algae and protozoans. A pre-post control group design was used and each group was rotated to increase the number of observations available to measure the effect of the independent variable (case studies). The control treatment for each group consisted of the traditional phylogenetic biology instruction without the case study treatment.

Groups were equated on pretest scores using a test of ecological knowledge ($t = 0.82$; $p = .42$) as well as on pretest scores on the eighteen item attitude inventory constructed for the first case study.

The two case studies used in this research were, in order of presentation: (1) The Lake Erie Pollution Issue, and (2) The Aswan Dam/Bilharzia Issue. Before and after each treatment (12 instruction days each), students were given an eighteen item Likert-type instrument designed to measure students' attitudes toward a number of components relative to the issue in question.

The results of measurements taken between groups in each phase of the study revealed that the case approach did, indeed, influence environmental values. Comparing posttest scores between groups in the first phase of the study (Lake Erie) yielded significant differences ($t = 2.49$; 1,43 df; $p = .02$) in favor of the case study group. Interestingly, when this same between group comparison was made for the Aswan Dam Case Study subsequent to group rotation, no significant differences were observed ($t = .43$; $df = 1,42$; $p = .66$). However, a within group comparison for the Aswan Dam treatment group yielded significance ($t = 2.52$; $df = 1.19$; $p = .01$). These data indicate that the original treatment group, acting as a control during the second case study subsequent to rotation, retained the value perspective it had gained during the initial Lake Erie Case Study. The Aswan Dam Case Study group, having had no initial case study treatment, demonstrated a definite values shift as a function of the Aswan Dam Case Study treatment.

Results of this research indicate that a biology course, supplemented with correlated case studies, can influence the environmental values of high school students. However, Wilson recommended further research be conducted to measure whether these value shifts would hold up over time, whether additional case studies would strengthen the values commitments of the students, and whether these values shifts would lead toward student involvement in citizenship action with respect to environmental issue remediation.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Characteristics of Selected Environmental Coordinators and their Programs

AUTHOR : Christine A. Almon DATE OF COMPLETION 8/78

INSTITUTION : Slippery Rock State College

DEPARTMENT / PROGRAM : Environmental Education

THESIS ADVISOR : Dr. Craig C. Chase

ADDRESS OF AUTHOR : Nova Scotia

WHERE FULL THESIS IS AVAILABLE : Library at Slippery Rock State College

ABSTRACT (Single space, this side only)

Subjects were chosen on the basis of being designated as the primary source of enivronmental education programming with their school districts. A questionarire and cover letter was sent to each subject. The questionaire was was designed to provide necessary background for detailed interview.

Interviews show broad range of training, personal experiences, job responsibilities, professional memberships and beliefs as to what training as environmental coordinator should provide and what previous experience coordinators should have.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The Influence of a Teaching Model on Selected Preservice Teachers' Concepts in Ecology and Environmental Education.

AUTHOR : William J. Bluhm DATE OF COMPLETION 1975

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Instr., & Media/Environmental Education

THESIS ADVISOR : Harold R. Hungerford, Professor

ADDRESS OF AUTHOR : Dept. of CIM, So. Ill. Univ., Carbondale, Il 62901

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library, Southern Illinois University at Carbondale.

ABSTRACT (Single space, this side only)

For this study Bluhm designed a three week environmental education methods course for preservice elementary school teachers. The goals of the course were to provide the preservice teachers with accurate perceptions of environmental education, with basic ecological concepts, and with an understanding of the interdisciplinary nature of EE.

Sixty preservice elementary school teachers served as the study's participants. A pre-posttest control group with rotation design was used. The independent variable was instruction (lecture-discussion) which included the definition of environmental education, basic ecological concepts, and the interdisciplinary nature of EE. A three part instrument was used to assess the effectiveness of instruction.

One way analysis of variance indicated that the experimental group had significantly better understanding of both environmental education and ecological concepts. Descriptive analysis of the pertinent data indicated that the experimental group had a better understanding of the interdisciplinary nature of environmental education than the control group.

Bluhm concluded that the environmental education methods short course was effective in achieving the course goals. He recommended, however, that the course be supplemented with an instructional unit dealing with how man imposes ecological problems on the environment as well as providing an overview of prevalent environmental problems.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : An Analysis of Strategies for Teaching Environmental Concepts and Values Calification in Kindergarten.

AUTHOR : Covey K. Bryant DATE OF COMPLETION 1976

INSTITUTION : Southern Illinois University at Carbondale

DEPARTMENT / PROGRAM : Dept. of Curr., Instr., & Media/Environmental Education

THESIS ADVISOR : Harold R. Hungerford, Professor

ADDRESS OF AUTHOR : Carbondale Elementary School Dist. 95, Carbondale, Il 62901

WHERE FULL THESIS IS AVAILABLE : Education Library, Morris Library, Southern Illinois University at Carbonale (62901)

ABSTRACT (Single space, this side only)

Bryant used 40 kindergarten children in a pre-posttest, control group rotation design employing an instructional treatment directed at developing concepts of the environment, knowledge of environmental problems, and values clarification. Bryant hypothesized that instruction would increase students' ability to identify a larger number of environmental concepts and environmental problems. Additional research questions probed whether students could verbally state personal and general responsibilities relative to a student-selected problem.

The three week instructional treatment included an introductory model to familiarize the children with the vocabulary relative to the environment. The core unit included an activity-oriented approach concerning three components of the environment - air, sound, and solid waste problems.

A phenomenological instrument was administered individually and responses were tape recorded. Content validity and test-retest reliability were established for the instrument. Appropriate t tests were used to analyze the data.

Statistical analyses resulted in significant t values for all comparisons. The inference was made that the subjects acquired concepts and values as a function of instruction. The kindergarten children developed significant cognitive gains in conceptual knowledge and in awareness of environmental problems. Moreover, the students acquired value positions from which they could both identify responsibilities for themselves and for adults. The research poses important implications for environmental education with young children.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : A PROPOSAL FOR ECONOMIC EDUCATION IN HIGH SCHOOL

AUTHOR : ANDREW W. CORCORAN DATE OF COMPLETION DEC. 1977

INSTITUTION : UNIVERSITY OF HAWAII

DEPARTMENT / PROGRAM : EDUCATIONAL FOUNDATIONS - MASTER OF EDUCATION

THESIS ADVISOR : WILLIAM H. ROYER

ADDRESS OF AUTHOR : c/o ED. FOUNDATIONS DEPT., UNIVERSITY OF HAWAII 1776 UNIVERSITY AVENUE, HONOLULU, HAWAII 96822

WHERE FULL THESIS IS AVAILABLE : HAMILTON GRADUATE LIBRARY, UNIVERSITY OF HAWAII (ATTN: HAWAIIAN COLLECTION)

ABSTRACT (Single space, this side only)

The purpose of this thesis is twofold: first to demonstrate that current economics curriculum, particularly in high school, is no longer appropriate to the changing world we live in, and second to provide an outline for an alternative program. The hope is that students will be able to evaluate economic systems effectively if they are provided a general background in economics as discussed in this thesis. This ability to evaluate is the first step to implementing the systems that will be necessary for the future.

The study consists of a review of past and present literature in the area of economic theory and education. The approach has certain inherent restrictions and biases which the author recognizes on his part, as well as the difficulty of keeping completely current with the continual development of new materials. Despite these admitted restrictions, the thesis is well thought out and comprehensive.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Ecological Succession in an Abandoned Field: Developed, Taught, Evaluated

AUTHOR : Norman E. Downing DATE OF COMPLETION May, 1975

INSTITUTION : Ball State University

DEPARTMENT / PROGRAM : Department of Natural Resources

THESIS ADVISOR : Dr. Donald E. VanMeter

ADDRESS OF AUTHOR : Department of Natural Resources, Ball State University

WHERE FULL THESIS IS AVAILABLE : Bracken Library

ABSTRACT (Single space, this side only)

The purpose of this study was to determine if one hour of field instruction by a specialist would significantly increase fifth graders' knowledge and understanding of the concepts of ecological succession in abandoned fields at the Trumbull Area Land Laboratory in Trumbull County, Ohio.

The research included the development of education objectives and a curriculum to teach these objectives. An evaluation instrument was administered to a sampling of six classes before and after instruction. The results were analyzed to determine each question's discrimination index and difficulty level. A control group was utilized to measure the test's reliability.

Data proved the test to have high reliability, but too high a degree of difficulty. A positive discrimination was shown on all items, but five were less than satisfactory. Three questions were shown to be invalid and none of the objectives were completely achieved. The conclusion reached was that the topic "Ecological Succession in Abandoned Fields" is too difficult to effectively convey in one hour to fifth graders at the level of understanding which the objectives were written.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Attitude change toward the environment and toward outdoor education of counselor-teachers in a resident outdoor education program

AUTHOR : Dianna L. Elliott DATE OF COMPLETION 1978

INSTITUTION : Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : Betty van der Smissen

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library The Penn. State University, University Park, Pa. 16802

ABSTRACT (Single space, this side only)

An instrument was developed to measure attitude changes of college student teacher-counselors toward the environment and outdoor education (The Environmental/Outdoor Education Response Inventory. A modified Wolin's Degree of Certainty Scale and a Likert Scale were used in combination. Statements from an initial list of 200 were piloted twice, and reduced to 50. Students in college courses providing opportunities for outdoor leadership experience were asked to complete the inventory at the beginning and end of Spring Term 1977; students who participated as teacher-counselors completed the Inventory after a week-long experience at the PSU Stone Valley Outdoor School, working with children in the outdoors. Stone Valley participants initially had more positive attitudes than other students, but still showed sig. positive changes in attitude. Students who had no leadership experience during the term and those who had a leadership experience other than as a couselor-teacher showed no sig. attitude changes. Initially, RcPk majors had more positive attitudes than Educa. majors. After the Outdoor School experience, both groups showed positive attitude changes. Students with previous outdoor leadership experience were more likely to participate in the teacher-counselor program. Attitudes of teacher-counselors with 10 or fewer weeks of previous outdoor leadership experience changed; those with more than 10 weeks experience did not indergo sig. attitude changes. It was concluded that experience as a teacher-counselor in the Outdoor School program results in positive attitude changes toward the environment and outdoor education.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Knowledge of Federal and Illinois Pollution Control Agencies and Laws Held by Ill. Environmental Education Coordinators and Teachers.

AUTHOR : Janet Fryman DATE OF COMPLETION 1976

INSTITUTION : Southern Illinois University - Carbondale

DEPARTMENT / PROGRAM : Curriculum, Instruction & Media / Environmental Education

THESIS ADVISOR : Harold Hungerford

ADDRESS OF AUTHOR : RFD 4 Carbondale, Ill. 62901

WHERE FULL THESIS IS AVAILABLE : Morris Library - Southern Illinois University Carbondale, Illinois 62901

ABSTRACT (Single space, this side only)

This research assessed the knowledge of Illinois environmental education coordinators and teachers concerning federal and Illinois pollution control agencies and laws. The data were collected from a random sample of 200 environmental education coordinators in school districts throughout Illinois.

The instrument used was a survey-type questionnaire which was divided into two parts, one requesting demographic information and the other containing questions about pollution control agencies and laws. The EE coordinators were asked to report their knowledge of pollution control agencies and laws. Similarly, the EE coordinators were asked to report their opinions concerning their teachers' knowledge of pollution control agencies and laws.

The results of this research indicated the 93% of the Illinois EE coordinators had a knowledge of the major duties and functions of the U.S. E.P.A., with the teachers having only a moderate knowledge of the same. The EE coordinators were discovered to have a general knowledge of federal pollution control laws, with the teacher reported as having very little to moderate knowledge on this topic. Knowledge held concerning agencies within Illinois was about 70% for the coordinators, with teachers of EE reported as having very little knowledge of these agencies. The EE coordinators felt that teachers in their districts could provide instruction on the U.S. E.P.A., but could not provide instruction on the other laws and agencies involved in the study. The EE coordinators also felt that EE teachers should have a knowledge of the pollution laws and agencies so that instruction pertaining to these could be provided for the students.

This research suggests the need for basic guidelines for environmental education programs and training in pollution agencies and laws. This would help EE coordinators and teachers develop instruction for the students concerning these aspects of society.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : ENVIRONMENTAL EDUCATION INSTRUCTIONAL MATERIALS: AN EVALUATION

AUTHOR : Sister Mary Lou Pleitner C.S.J. DATE OF COMPLETION August, 1979

INSTITUTION : Northeastern Illinois University

DEPARTMENT / PROGRAM : Geography & Environmental Studies

THESIS ADVISOR : Dr. Barbara J. Winston

ADDRESS OF AUTHOR : Alexine Learning Center, 1515 W. Ogden Avenue LaGrange Park, Illinois 60525

WHERE FULL THESIS IS AVAILABLE : Northeastern Illinois University 5500 N. St Louis, Chicago, Illinois 60625

ABSTRACT (Single space, this side only)

This research paper is an evaluative study of recently published (1970-1978) environmental education materials. The study was conducted from the perspective of social studies rather than from a natural science viewpoint. The researcher evaluated textbooks, environmental education units, films, filmstrips, slides, simulation games, and multi-media kits. The evaluation instruments searched specifically for environmental values, attitudes, problem-solving and decision-making strategies. The study was influenced by topics such as human relationships with the natural environment, respect for life, the wise use of technology, new lifestyles, environmental stewardship and a Christian ethic. The values and attitudes examined included a sense of awareness and sensitivity for the earth, a sense of self-worth, respect for others, a sense of empathy with others, a sense of conflict and limitation, a sense of diversity, a sense of cooperation of humans with nature, a sense of mastery and control of humans over nature, a sense of responsibility for the future, and a presentation of moral or ethical dilemmas. A concern for problem-solving and a decision-making process was also emphasized.

Each set of audio-visual materials evaluated included (1) an evaluation table showing specific attitudes, values and ideas emphasized for each text, film, filmstrip, etc., and (2) a commentary summarizing the key themes and values presented.

6: Resources, Administration & Others

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Public Involvement in Forest Service Planning with Particular Attention to Uwharrie National Forest's Land Management Planning Project

AUTHOR : Jean E. Davis DATE OF COMPLETION April 1978

INSTITUTION : Duke University, Durham, NC 27706

DEPARTMENT / PROGRAM : School of Forestry and Environmental Studies

THESIS ADVISOR : Dr. Curtis J. Richardson

ADDRESS OF AUTHOR : 207-Q Krenn Drive, Cary, NC 27511

WHERE FULL THESIS IS AVAILABLE : 208 Biological Sciences Bldg., Duke University, Durham, NC 27706

ABSTRACT (Single space, this side only)

State and Local governmental agencies and citizens interest groups affect the policies of the national forests despite official policy-making power resting in the Congress and policy implementation resting with the Forest Service. The effect of the citizen interest groups especially has grown in the past decade. These groups have demanded a voice in both the setting of policy for the forests and in the development of management plans for specific units of the forests. The validity of the public voice in establishing the public interest has been recognized at the national level and it is now official policy to include public involvement in agency decision making. The problems of reconciling responsibility for national public interests and sensitivity to non-national, diverse interests are large. They will not be resolved through communications techniques but through an attitude of openness to the public definition of issues and a sharing of the agency's control over decisions. The report examines the legal and political basis for sharing control and ways in which openness is fostered and expressed. A case study then evaluates the effectiveness of one Forest Service public involvement program in land management planning.

National Association for Environmental Education

TITLE : THE DYNAMICS OF DOMINATION: A METALOGUE CONCERNING EXPLOITATION AS ROOTED OBSTACLE TO TOTAL ENVIRONMENTAL QUALITY

AUTHOR : Glen Erwin Erickson DATE OF COMPLETION DEC. 1978

INSTITUTION : University of Michigan: School of Natural Resources

DEPARTMENT / PROGRAM : Environmental Education and Outdoor Recreation

THESIS ADVISOR : Dr. A. Knapp; Dr. James Crowfoot; Dr. Paul Nowak

ADDRESS OF AUTHOR : 9681 Stull Rd. Grass Lake, MI. 49240

WHERE FULL THESIS IS AVAILABLE : University of Michigan Hatcher Graduate Library; Environmental Education and Outdoor Recreation office

ABSTRACT (Single space, this side only)

Given the assumption that environmental problems--both social, and ecological--have symptomatic, as well as, underlying characters, the complex of root causes to environmental problems is explored in this study in the effort to illuminate and critically clarify fundamental obstacles to public Environmental Education aimed at participative problem-solving.

The thesis is advanced that there exists a common ground of concern basic to the two major thrusts of Environmental Education: the strivings for ecological quality, and social justice. Problem-solving aimed only at the symptomatic level often results in disparate and competing efforts between these two major thrusts, while at the root level both major thrusts are commonly hindered by the dynamic nature of one very consistent pattern; namely, the exploitation and domination of nature within Western culture in the last three-hundred years.

The investigator has chosen three basic areas of current discussion on this problem. First, is the discussion surrounding the role that the Judeo-Christian heritage has had upon Western cultural attitudes and behaviors toward the environment. Second, the investigation moves into the discussion of the role of the drive to dominate and master nature has had upon the goals and expectations of the enterprises of modern science and technology. Third, the investigation centers upon the area of commonly shared world views; namely, those of objective-reductionism and efficiency-dominated progress, as being social paradigms significantly obstructive to any movements toward a more quality environment.

The investigation evolves into the clarification of essential parameters for a guiding metaphor for Environmental Education aimed at problem-solving: it should illuminate and add critical clarity to the patterns which connect mind and body to spirit (personhood), person to person (conviviality), and person to world (world view) such that the quality of a person's life and the quality of the environment are not separable; where neither is enhanced nor degraded at the expense of the other.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : An experimental trail guide system for use in background management.

AUTHOR : Mary Sewall Lindsey Hamblin DATE OF COMPLETION 1978

INSTITUTION : SUNY-College of Environ. Sci. and Forestry at Syracuse, N.Y.

DEPARTMENT / PROGRAM : Resource Management and Policy

THESIS ADVISOR : Paul Graves

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library, SUNY-College of Environ. Sci. and Forestry Syracuse, N.Y. 13210

ABSTRACT (Single space, this side only)

The objectives selected for this study were: (1) to create a backcountry map and trail guide keyed to numbered stations and designed to provide visitors with managerial and interpretive information. (2) to test the map and guidebook for its suitability to conditions in the test area--Franconia Notch-- in the the New Hampshire White Mountains. (3) To evaluate public acceptance of the map and guidebook using participant observation techniques and an informal interview proceedure. (4) To evaluate the feasibility and effectiveness of this method of using visitor cooperation for purposes of better management of backcountry areas.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Management Possibilities for the Haw River Division of the Duke Forest with Emphasis on Recreational Trail Development

AUTHOR : John A. Hiott DATE OF COMPLETION April 1979

INSTITUTION : Duke University, Durham, NC

DEPARTMENT / PROGRAM : School of Forestry & Environmental Studies (Master of Forestry degree

THESIS ADVISOR : Fred M. White

ADDRESS OF AUTHOR : P. O. Box 307
York, SC 29745

WHERE FULL THESIS IS AVAILABLE : School of Forestry & Envrnmntal Studies, Durham, NC. 27706

ABSTRACT (Single space, this side only)

This project takes a look at the past history of the Haw River tract in piedmont North Carolina, including interesting physical features of the property, management practices, and uses. Possible management practices are examined. Particular emphasis is placed on the development of a continuous trail through the property for research, recreation and educational purposes.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Legal aspects of health and safety for operating youth camps.

AUTHOR : Angeline L.P. Hunter DATE OF COMPLETION 1977

INSTITUTION : The Pennsylvania State University

DEPARTMENT / PROGRAM : Recreation and Parks

THESIS ADVISOR : Betty van der Smissen

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Paltee Library, The Penn.State University University Park, Pa. 16802

ABSTRACT (Single space, this side only)

A comparative analysis was made of the laws and regulationsdirectly applicable to camp, as provided by all 50 states (1976) and from the 1974 Cordura Corp. study; HEW's 1975 suggested state youth camp safety statute and regulations; and the 1976 ACA standards. A matrix was organized utilizing Cordura's 9 categories and 94 operational areas. A separate matrix was prepared for each of the categories: camp personnel, program safety, site and facilities, personal health and medical, sanitation--food, transportation, out-of-camp trips, day camping and travel camps. A descriptive narrative, accompanying the analysis charts, identified similarities and differences in each operational area. While the ACA and HEW material was similar in content, there was great variation in the state documents. Laws and regulations were found to be most significant in the area of sanitation--food and a substantial number of states also had laws and regulations concerned with site and facilities had personal health and medical. Slightly less than one-half of the states had program safety requirements for certain types of emergencies. Few states had legislation for personnel or specialized camping.. The analysis was part of a larger study which incorporated a camp director's checklist of legal aspects, working with legislation and principles of liability/negligence.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : The continuing education needs of wildlife professionals employed by New York State

AUTHOR : Mark A. Oberlander DATE OF COMPLETION 1978

INSTITUTION : SUNY- College of Environ. Sci. and Forestry Syracuse,N.Y.

DEPARTMENT / PROGRAM : Managerial Science and Policy

THESIS ADVISOR : George Armstrong

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library- SUNY- College of Environ. Science and Forestry Syracuse,N.Y. 13210

ABSTRACT (Single space, this side only)

The term "need" in this study refers to an educational experience that will help to improve the professional capabilities of wildlife professionals. It does not imply absolute necessity for recognition as a professional. This study seeks to find what the most important areas of study are and what methods are most preferred for obtaining the needed educational experiences. The data reflect what needs the professionals received as most important and what methods they most preferred for meeting those needs. This information will be useful to the Division of Fish and Wildlife and to educators for improvemt of continuing education for the wildlife professional.

Environmental Education/Communication Project or Thesis Report Form

National Association for Environmental Education

TITLE : Unit Planning and the District Ranger

AUTHOR : Vincent J. A. Williamson DATE OF COMPLETION 1978

INSTITUTION : SUNY- College of Environ. Sci. and Foreatry Syracuse,N.Y.

DEPARTMENT / PROGRAM : Managerial Science and Policy

THESIS ADVISOR : Donald Koten

ADDRESS OF AUTHOR : write advisor

WHERE FULL THESIS IS AVAILABLE : Moon Library-SUNY-College of Environ. Science and Foreatry Syracuse, N.Y. 13210

ABSTRACT (Single space. this side only)

The purpose of this study is to demonstrate the practical utilization of a user-derived evaluation method in scenic resource assessment as an input to the formulation of scenic guidelines and design and planning recommendations. To do this, three basic questions concerning the assessment of scenic resources were addressed: (1) What is the relative scenic resource quality for a particular landscape (compared to other areas) as evaluated by the user? (2) What is the extent of agreement in scenic resource values between various user groups for a particular landscape? This study attempted to determine the range of agreement through preference testing of the various user groups as defined by the variables of age, sex, occupation, education, and residence. (3) What is the influence of certain landscape dimensions on preference results? This study attempted to identify particular landscape dimensions that best predict scenic resource quality using multiple regression analysis. The approach used to answer these questions relied primarily on the use of an Australian case study employing photographic presentations in user-derived preference testing of a volunteer sample.

END OF ABSTRACTS

GRADUATE PROGRAMS IN ENVIRONMENTAL EDUCATION AND COMMUNICATIONS

This year institutions were given the opportunity to submit brief descriptions of their programs in Environmental Education and Communications. The information from those that responded is reproduced below exactly as it was provided by the institutions. The name of the institution, division offering the program, title of the program, and degrees offered appear on the first line of each entry. A brief description of the program is then listed followed by the name of a person at the institution who may be contacted for more information. The programs are listed alphabetically by State and then by institution.

ALASKA

University of Alaska, Fairbanks — no graduate program developed yet

CALIFORNIA

Stanford University — Department of Communication — - - - — M.A. Ph.D.

Students in the M.A. programs focusing on Journalism, Film, Broadcasting, or Communication Media and Social Change as well as students in the Ph.D. program in Communication Research can elect to conduct thesis research on problems of environmental communication such as the flow of environmental information to the public and to policymakers. Alternatively, students may participate in the design of information systems or campaigns to improve the flow of environmental information.

William Paisley, Associate Professor
Department of Communication
Stanford University
Stanford, California 94305

COLORADO

Colorado State University — College of Forestry & Natural Resources — Conservation Education — no grad. degrees indicated

Dr. Charles L. Mahoney
College of Forestry and Natural Resources
Colorado State University
Fort Collins, Colorado 80523

CONNECTICUT

University of Connecticut — no graduate program developed yet

DELAWARE

University of Delaware — Area of Educational Development — Population-Environment Education — M.Ed.

Thirty graduate credits including 6 credits in natural sciences, 6 credits in social sciences, and 6 credits in education, plus 12 credits of electives appropriate to the background and interests of the student.

DELAWARE (Continued)

Dr. Robert W. Stegner
134 C WHL

University of Delaware
Newark, Delaware 19711

FLORIDA

Florida State University	Department of Curriculum & Instruction	Science Education Social Studies Education	M.S.Ed.

No specific program in environmental education is offered;however, master's candidates in science and social studies education can and may develop a program of studies with that focus. In fact, students are encouraged to do so.

Rodney F. Allen, Professor
Social Studies Education

Ronald M. Good, Professor
Science Education

208 Education
Florida State University
Tallahassee, Florida 32306

GEORGIA

University of Georgia	College of Education	Adult Education	M.A.
		Science Education	M. Ed.
	Franklin College of Arts & Sciences (Geography Department)	Social Science Education	Ed.S.
		Recreation & Leisure Studies	Ed.D.
			Ph.D.
	School of Environmental Design		
	School of Forestry		
	Institute of Ecology		

Professor R.N. Saveland
203 Dudley Hall

University of Georgia
Athens, Georgia 30602

HAWAII

University of Hawaii Manoa	Educational Foundations	Environmental Planning	M.Ed. Ed.D.

Purpose: Understanding and applying concepts, solutions, alternatives to environmental problems in Hawaiian, Pacific, U.S. and world contexts. The approach is interdisciplinary. The program includes: 1) basic educational foundation courses; 2) environmental core courses; 3) selected all university courses; 4) intern-practicum in a community, governmental or school setting. Minimum 30 hours with courses also available in The College of Arts and Sciences, The College of Tropical Agriculture, and the School of Public Health.

William H. Boyer (Department Chairman)
College of Education
Educational Foundations

Wist Hall Annex 2, Room 222
University of Hawaii, Manoa
Honolulu, Hawaii 96822

IDAHO

University of Idaho	College of Forestry, Wildlife, & Range Sciences	Interpretation/ Communication	no grad. degrees indicated

Dr. James R. Fazio
College of Forestry, Wildlife, & Range Sciences
University of Idaho

ILLINOIS

Governors State University	College of Environmental & Applied Sciences	Science Teaching	M.A. Secondary M.A. Commun. College M.A. Element.

Science teaching program is interdisciplinary in nature and competency-based program. The competencies focus on: a) science content, investigative abilities, information retrieval, and the history and philosophy of science, b) learning theories, curricular development, teaching skills and evaluation, and c) cultural diversity, humanistic values and perspective.

Dr. Mohammed Kishta
College of Environmental & Applied Sciences
Governors State University
Park Forest South, Illinois 60466

Northern Illinois University	College of Liberal Arts & Sciences	see description	M.S.

The university offers M.S. degree programs in the following departments whose programs make possible significant graduate work on environmental topics: Biological Sciences; Geography (emphasis in Natural Environmental Systems, Urban Economic, and Meteorology); Geology; Economics; Chemistry (PH.D. also), Physics; and Political Science (Ph.D. also).

Dr. Burley V. Bechdolt, Jr., Coordinator
Office of Environmental Studies
Northern Illinois University
Dekalb, Illinois 60115

Northeastern Illinois University	College of Arts & Sciences	Geography and Environmental Studies	M.A.

The graduate program is designed to provide advanced study in geography and environmental studies for the training of personnel for positions in education, industry, government, environmental planning and management, environmental interpretation, and other areas where geographers and environmentalists are needed.

Barbara J. Winston, Dept. Chairperson
5500 N. St. Louis Ave.
Chicago, Illinois 60625

Sangamon State University	Natural Sciences	Environments & People	M.A.

The principal emphasis of the M.A. degree in the Environments and People program is on providing professional education in environmental analysis and planning. Students are trained to order and to compare information, concepts and ideas in comprehensive and meaningful systems. Each student selects a concentration from one of the following: Environmental Administration, Environmental Economics, Environmental Land and Resource Planning, Environmental Methodology, and Individualized Environmental Study.

Dr. Malcolm Levin, Coordinator
Environments and People Program
Sangamon State University
Springfield, Illinois 62708

ILLINOIS (continued)

Southern Illinois University	Curriculum, Instruction, and Media	Environmental Education	M.S.Rd. Ph.D.

The Department of Curriculum, Instruction, and Media and the College of Education at SIU-C offer both masters and doctorates in which the student can pursue environmental education as a subspecialty. Usually, the degree would be taken in either elementary or secondary education with environmental education as the nucleus.

Harold R. Hungerford, Professor
Science and Environmental Education

Dept. of Curr., Instr.,& Media
Southern Illinois University
Carbondale, Illinois 62901

INDIANA

Indiana University	School of Public & Environmental Affairs	Environmental Programs	MSES & environmental concentrations in other degrees

Most of the environmental programs of Indiana University emphasize the application of environmental science to the policy-making process. The approach is solution-oriented. Most programs provide a basic background, with varying emphasis, on technical skills, applied science, and knowledge of the political process. Students become specialists in particular aspects of environmental issues, yet have a broad perspective in terms of technical abilities and socioeconomic concerns.

J.C. Randolf, Director
SPEA Environmental Programs

400 E. 7th
Poplars 438
Bloomington, Indiana 47401

MICHIGAN

University of Michigan	School of Natural Resources	Environmental Education Outdoor Recreation	M.S. Ph.D.

The School of Natural Resources offers both an undergraduate and graduate program in Environmental Education and Outdoor Recreation. Students can specialize in Environmental Advocacy, Environmental Communication, Environmental Instruction, or Outdoor Recreation. All four concentrations share some common concerns. In each case, the student is asked to take course work in three areas: Theory and Concepts; Skill Acquisition; and Effecting Change. Students desiring work experience are also field placed.

Dr. William B. Stapp
School of Nauural Resources

University of Michigan
Ann Arbor, Michigan 48109

MISSOURI

University of Missouri, Columbia	Graduate School	Environmental Sciences	M.S. Ph.D.*

Emphasis is on a multidisciplinary approach to environmental problems- one that cuts across conventional disciplinary barriers. Programs are tailor-made to fit the individual student's needs, and are under the continual supervision of the Environmental Sciences Graduate Area Program Committee. Particular areas of strength include ecology, agricultural sciences, the physical sciences, including the Trace Substances Analytical Center, (offered in major area of work)

and sociologic approaches to man-environment interaction.

Howard C. Hopps, M.D., Ph.D.
Committee Chairperson
Department of Pathology

School of Medicine
University of Missouri
Columbia, Missouri 65212

NEW YORK

State University of New York--Brockport	Biological Sciences	Biological Sciences	M.S.

The Department of Biological Sciences offers two plans for the Master of Science Degree. Plan 1 (a thesis program) or Plan 2 (independent research experience in lieu of thesis). The expertise and experience of 26 faculty members service about 30 graduate students in several areas of research. Approximately 1/3 of the faculty are active in environmentally oriented research and teaching. The Department is well equipped with both conventional instruments and a number of unique facilities (e.g. artificial steeams). Field equipment for aquatic and terrestrial ecology are available including four boats.

Dr. Joseph C. Makarewicz
Department of Biological Sciences

113 Lennon Hall
SUNY-Brockport
Brockport, N.Y. 14420

State University of New York--Cortland	Division of HPER	Recreation Education	M.S. M.S.E.

A graduate program in outdoor education and camping with courses in nature recreation, and interpretation, outdoor education, outdoor recreation, and administrative problems in camping.

Dr. Charles Lewis, Chairman

A-310 PER
State University College at Cortland
Cortland, N.Y.

State University of New York College of Environmental Science and Forestry	Graduate Program in Environmental Science	Environmental Education/ Communications	M.S. Ph.D.

This college is upper division and graduate. M.S. and Ph.D. degrees in Environmental Education and Communications are pursued through interdisciplinary studies in the Graduate Program in Environmental Science. Each student, working with his/her professor, charts an individual program based on three criteria: depth in an appropriate subject area; breadth of educational experience; and synthesis of the components. The College is adjacent to Syracuse University and through a unique contractual arrangement, GPES-EE/C students have full access to resources of both ESF and S.U. Of particular strengths are the wide array of course offerings in Environmental Science (including Social Science) and Public Communication.

David Hanselman
Environmental Education and Communications

Room 301 Illick
College of Environmental Science and Forestry
Syracuse, N.Y. 13210

NORTH CAROLINA

Duke University	School of Forestry & Environmental Studies	- - -	M.F. M.E.M. M.S. A.M. Ph.D.

The degrees offered through the School of Forestry and Environmental Studies are professional degrees. They are intended mainly to provide students with the education and experience for careers in resource management. Students planning careers primarily in teaching and research are urged to follow a course of study in the Graduate School. The Graduate School degrees (M.S., A.M., Ph.D.) are appropriate for the student who wishes to concentrate on a particular area of resource science or policy, with less emphasis on resource management, but a substantial concentration in a specific area of science or of policy is a normal part of a graduate degree.

Benjamin A. Jayne, Dean
School of Forestry and Environmental Studies
Duke University
Durham, N.C, 27706

University of North Carolina
Chapel Hill — no program offered

OHIO

University of Cincinnati	Curriculum & Instruction	Environmental Education	M.Ed. Ed.D.

Individualized program in environmental education with major emphasis on environmentalizing the classroom and using community resources. There is strong cooperation with the U.S. EPA and Cincinnati. A practicum is required.

Dr. Thaddeus W. Fowler
Teachers College, #2
University of Cincinnati
Cincinnati, Ohio 45221

Kent State University — no program offered

Ohio State University	Division of Environmental Education School of Natural Resouces	Environmental Education	M.S. Ph.D.* (through Education Dept. only)

Master's candidates may propose their own program. The candidates progression of courses must be discussed with the graduate advisor prior to acceptance. Criteria for program acceptance includes coherence, and educational or communicational applicability. Courses from many departments are applicable and there is no limit to the number of courses or hours taken in other departments.

Dr. Robert Roth
246 Lord Hall
124 West 17th Avenue
Columbus, Ohio 43210

PENNSYVANIA

Pennsylvania State University	College of Health, Physical Education, and Recreation	Recreation & Parks	M.S.

Persons interested in environmentally related fields may take courses with an emphasis in school-related programs, adventure programs, interpretive sevices, and organized camping.

Betty Van Der Smissen
267 Recreation Building
University Park, Pa. 16802

PENNSYLVANIA (continued)

Slippery Rock State College	Parks and Recreation	Environmental Education	M.E.Ed.

This program, both through course work and working experiences, is designed to provide graduates with a broad understanding of ecology and outdoor education and related subjects in education, communications, and psychology. Teachers obtain a K-12 license in Environmental Education.

Dr. Craig C. Chase
Environmental Programs,
Slippery Rock State College
Slippery Rock, Pennsylvania 16057

SOUTH CAROLINA

Clemson University	Recreation and Park Administration	Environmental Interpretation	M.R.P.A.

Clemson's Master of Recreation and Park Administration degree program is designed for persons who wish to increase their competence in providing leisure services. Curriculum flexibility permits individual development in professional interest areas including Environmental Interpretation. Students are prepared to function as interpreters themselves, or to effectively utilize the talents of staff members in the role of a recreation and park administrator.

H. Jesse Grove, Associate Professor
Department of Recreation and Park Administration
Clemson University
Clemson, S. C. 29631

TEXAS

Stephen F. Austin State University	School of Forestry School of Education	Environmental Education	M.S. M.S.F.

A joint program through Forestry and Education oriented toward resource education. Program stresses field experience and practice.

Dr. Michael H. Legg
Box 6109 SFA Station
Nacogdoches, Texas 75962

UTAH

University of Utah	Dept. of Communication	Communication, Mass Communication, Speech Communication	M.A. M.S. M.Phil. Ph.D.

The department of communication at the University of Utah provides a broad-based theoretically oriented graduate program in communication studies. A primary area within the program is policy research and matters directly related to policy research. Environmettal education studies within a communication theory framework are strongly encouraged.

Robert K. Avery
Director of Graduate Studies
Dept. of Communication
University of Utah
Salt Lake City, Utah 84112

VIRGINIA

University of Virginia	College of Arts and Sciences	Environmental Sciences	M.A. M.S. Ph.D.

The program emphasizes a holistic approach to the natural sciences emphasizing ecology, environmental geology, hydrology and water resources, and atmospheric sciences. Field and laboratory work are integrated at all levels of instruction and are emphsized in research projects.

H.G. Goodell
College of Arts and Sciences

University of Virginia

WISCONSIN

University of Wisconsin, Madison	Center for Environmental Communications and Education Studies	Environmental Communications	M.A. M.S. Ph.D.

The Center for Environmental Communications and Education Studies is an informal consortium of faculty and students from a number of UW-Madison departments, devoted to appropriate cooperative teaching, research, and extension programs. The Center aids the professional training of specialists in environmental communications, sponsors studies of environmental communications media and methods, and provides various educational symposia and services.

Dr. Clay Schoenfeld, Chairman,
Center for Environmental Communications and Education Studies

433 North Murray
Madison, Wisconsin 53706

WYOMING

University of Wyoming	Department of Geography	Community and Regional Planning	M.P. (a professional degree)

no description provided

Hans Bleiker, Ph.D. ALCP
Director of Community & Regional Planning

University of Wyoming
Laramie, Wyoming 82071